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ABSTRACT

The guidelines contained in this manual were written to outline the role of the visiting team members and the team leader and to familiarize the team with the details necessary to conduct a comprehensive external evaluation of Wisconsin secondary vocational programs. The responsibilities of school personnel are also spelled out so that team members are aware of the advance preparation and planning that has taken place prior to the visitation. The team visitation guidelines are based upon statewide goals and objectives of vocational education as determined by the project advisory committee and project staff. The guidelines are meant to be used in conjunction with and as a second step following a comprehensive self-evaluation. The manual is organized in five chapters. The first chapter outlines the goals of the visitation team, while Chapter 2 is a handbook that covers the evaluation team selection and roles and the conduct of the site visit, and includes a preparation checklist. Chapter 3 of the guide is a team leader handbook that covers advance preparation and on-site visitation. Similar information for team members is given in Chapter 4. This chapter also includes directions for using the rating scale and principles of interviewing. The final chapter explains how to develop the team visitation report and includes sample reports. An overview of the program and a glossary of terms are included in the guide. Appendixes to the guide contain sample forms and blank forms. (KC)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SECONDARY VOCATIONAL PROGRAM EVALUATION

P R O J E C T

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TEAM VISITATION GUIDELINES

September, 1985

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TEAM VISITATION GUIDELINES

Prepared for the

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PREFACE

The purpose of the Team Visitation Guidelines is to outline the role of the visiting team members and the team leader and to familiarize the team with those details necessary to conduct a comprehensive external evaluation of Wisconsin secondary vocational programs. The responsibilities of the school personnel are also spelled out so that team members are aware of the advance preparation and planning that has taken place prior to the visitation.

The Team Visitation Guidelines are based upon statewide goals and objectives of vocational education as determined by the project Advisory Committee and project staff. Advisory Committee members included: Theresa Abrams, Instructor, Washington High School; Ruel Falk, Director, Bureau for Vocational Education, DPI; Harold Goetz, District Administrator, Kaukauna Area Schools; Jerry Henning, Supervisor, DPI; Laurie Hittman, Northwest Homemaking Coordinator; Barbara Lynch, LVEC Waunakee High School; Dan Marquardt, John Deer Horicon Works; Virgil Martinson, Supervisor, DPI; Al Pitts, LVEC, Racine Unified School District; Karl Powell, LVEC, Milwaukee Public Schools; John S. Robinson, Chairperson, Business Division, MATC; Richard Sawicki, Building Representative, Wisconsin State AFL-CIO; Jerald Schoenike, Assistant District Administrator, Sheboygan Area Schools; Preston Smeltzer, Supervisor, DPI; Paul Speight, Special Projects Director, DPI; Elaine Staaland, Supervisor, DPI; Bill Wilberg, Wisconsin Manufacturers & Commerce; Carlyle Gilbertson, UW-Stout, and John Triphan, UW-Stout, CVTAE, Ex Officio; Dorothy Dale, Elizabeth Klitzke, and Orville Nelson, UW-Stout, CVTAE, Coordinators. These Guidelines are meant to be used in conjunction with and as a second step following a comprehensive self-evaluation. (See Self-Evaluation Manual.)

Recognition for foresight and continual support and assistance throughout the project is given to the Wisconsin Department of Public Instruction, Bureau for Vocational Education, Richard Dignan, Director. The administration, LVEC and vocational staff of the participating schools are also commended for having responded with wholehearted professional dedication in the use of the evaluation model, doing so in many cases under rigorous time constraints.

Thanks to all others who have helped in the development and conduct of this project.

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INTRODUCTION

In an attempt to be accountable for the distribution of vocational funds as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs. From FY78 to FY82, 244 secondary schools evaluated their vocational programs.

During the FY83 Secondary Vocational Program Evaluation Project, the original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. At the workshop, the revised evaluation model was developed depicting program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Key questions were generated within each program phase indicating key evaluation concerns. The instrumentation and procedures of both the Self-Evaluation Manual and Team Visitation Guidelines are based upon these identified program evaluation concerns.

The DPI Secondary Vocational Program Evaluation, FY83 to FY87, consists of three interrelated phases as illustrated in Figure 1 and described on page 4.

Figure 1

OVERVIEW OF THE MODEL
DPI SECONDARY VOCATIONAL PROGRAM EVALUATION

Interrelation with Local Long-Range Plan

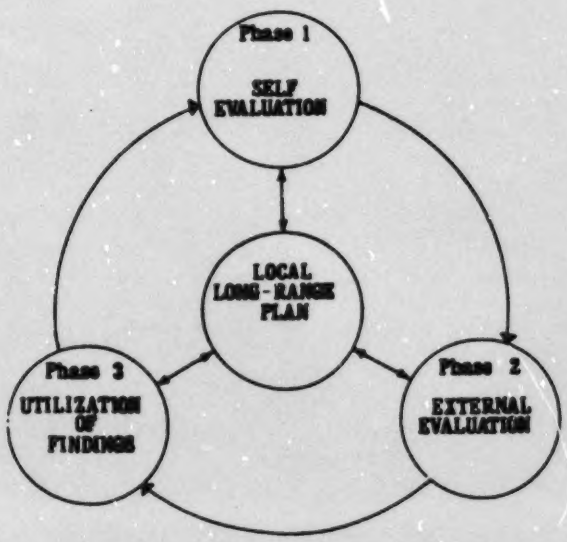


Figure 2 presents an overview of the evaluation activities to be completed for each phase. See pages 4-5 for narrative description of specific activities.

Figure 2

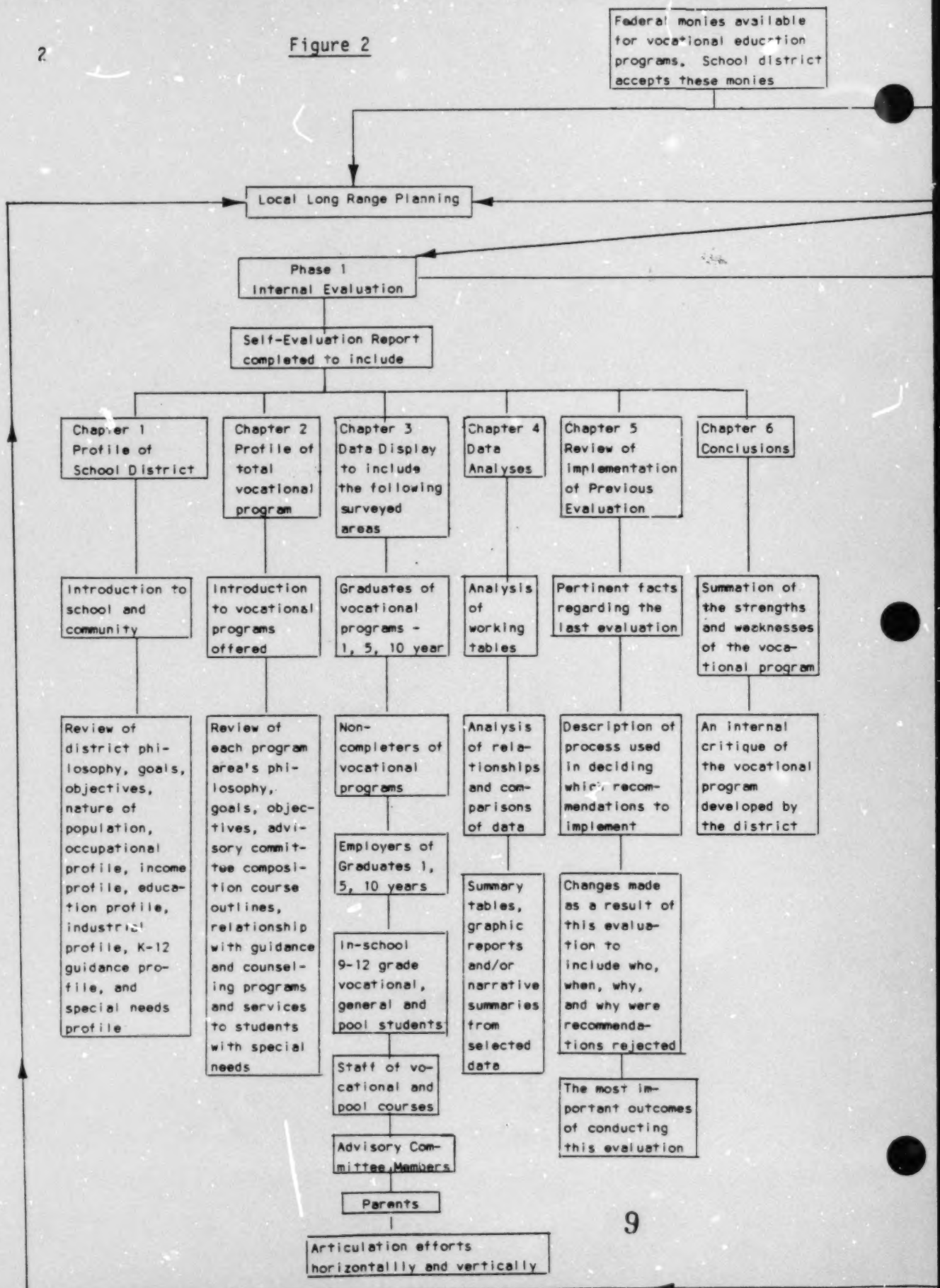
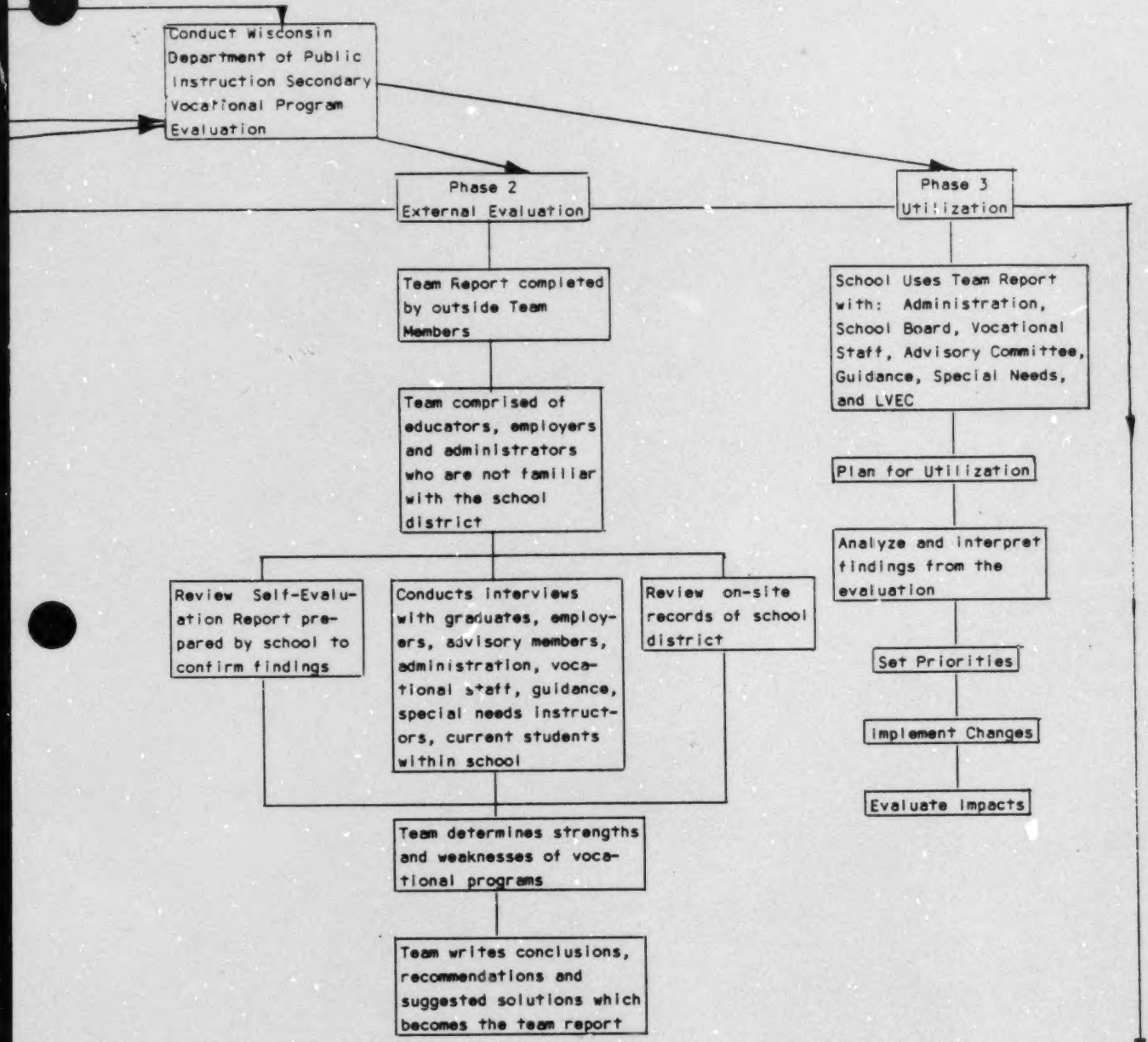

Federal monies available for vocational education programs. School district accepts these monies
Local Long Range Planning
Phase 1 Internal Evaluation
Self-Evaluation Report completed to include
Chapter 1 Profile of School District
Chapter 2 Profile of total vocational program
Chapter 3 Data Display to include the following surveyed areas
Chapter 4 Data Analyses
Chapter 5 Review of implementation of Previous Evaluation
Chapter 6 Conclusions
Introduction to school and community
Introduction to vocational programs offered
Graduates of vocational programs - 1, 5, 10 year
Analysis of working tables
Pertinent facts regarding the last evaluation
Summation of the strengths and weaknesses of the vocational program
Review of district philosophy, goals, objectives, nature of population, occupational profile, income profile, education profile, industrial profile, K-12 guidance profile, and special needs profile
Review of each program area's philosophy, goals, objectives, advisory committee composition course outlines, relationship with guidance and counseling programs and services to students with special needs
Non-completers of vocational programs
Employers of Graduates 1, 5, 10 years
In-school 9-12 grade vocational, general and pool students
Staff of vocational and pool courses
Advisory Committee Members
Parents
Analysis of relationships and comparisons of data
Summary tables, graphic reports and/or narrative summaries from selected data
Description of process used in deciding which recommendations to implement
Changes made as a result of this evaluation to include who, when, why, and why were recommendations rejected
The most important outcomes of conducting this evaluation
An internal critique of the vocational program developed by the district
Articulation efforts horizontallly and vertically

Figure 2 (continued)


Conduct Wisconsin Department of Public Instruction Secondary Vocational Program Evaluation
Phase 2 External Evaluation
Phase 3 Utilization
Team Report completed by outside Team Members
Team comprised of educators, employers and administrators who are not familiar with the school district
Review Self-Evaluation Report prepared by school to confirm findings
Conducts interviews with graduates, employers, advisory members, administration, vocational staff, guidance, special needs instructors, current students within school
Review on-site records of school district
Team determines strengths and weaknesses of vocational programs
Team writes conclusions, recommendations and suggested solutions which becomes the team report
School Uses Team Report with: Administration, School Board, Vocational Staff, Advisory Committee, Guidance, Special Needs, and LVEC
Plan for Utilization
Analyze and interpret findings from the evaluation
Set Priorities
Implement Changes
Evaluate Impacts

Overview of the Evaluation Model

The evaluation model is made up of three phases: Self-Evaluation, External Evaluation, and Utilization of Evaluation Findings. The relationship of planning to the overall evaluation system is also shown. Planning takes two forms, the initial planning which precedes the Self-Evaluation and the Local Long-Range Plan (LLRP) which interrelates with all phases of the evaluation cycle.

The diagram should not imply that the evaluation is the only force impacting on the Local Long-Range Plan, but that the evaluation cycle does interface continuously with the Local Long-Range Plan.

Various preliminary planning activities take place prior to the Self-Evaluation including identifying a steering committee, establishing a budget, reviewing the previous vocational evaluation reports, attending training workshops, ordering instruments, planning for Utilization of Evaluation Findings and the External Evaluation. The LLRP serves as a directing base for these initial planning activities.

SELF-EVALUATION. Adapting and using the procedures and instruments contained in the Self-Evaluation Manual, schools conduct and report a comprehensive self-evaluation of the total vocational programs. These include vocational guidance and counseling, and services to students with special needs within the vocational program. Eight instruments are required, two POOL instruments are required if the school has POOL project(s), and six instruments are optional. Schools who completed their evaluation in FY78-FY82, will address utilization of their findings toward program improvement as outlined in their LLRP.

EXTERNAL EVALUATION. Adapting and using the procedures and instrumentation contained in the Team Visitation Guidelines, schools conduct an external evaluation and receive a written report containing conclusions, recommendations, and solutions for program improvement. This report will incorporate progress made toward implementing FY78 to FY82 recommendations and LLRP goals.

UTILIZATION OF EVALUATION FINDINGS. In this phase, schools analyze and interpret findings from the Self-Evaluation and Team Visitation Reports, set priorities, implement changes, and monitor impact which occurs as a result of the evaluation. Participation of staff is acknowledged. Plans for the next evaluation cycle are also begun. (See Self-Evaluation Manual, pp. 31 to 46 for suggested utilization process.)

The priorities that are set in the Utilization phase are used in developing and/or updating the Local Long-Range Plan and program/department short- and long-range plan.

Flexibility

The evaluation model reflects the needs of a changing economy as it addresses conservation of resources: time, people, money. The model contains a basic evaluation requirement for all schools, with options available for schools with additional resources for a more in-depth analysis of program.

Schools will find sixteen self-evaluation instruments, six of which are at the district's option (Self-Evaluation Manual, page 11) Similarly, the size of the on-site visitation team is adjusted to fit the size of the vocational programs.

The evaluation model also assesses vocational services to special needs populations as well as vocational guidance and counseling services. (See definition of special needs on page 6)

Major Outcome Measures

Major outcome measures of the vocational program evaluation are prioritized on three levels as illustrated in Figure 3.

Figure 3

Wisconsin DPI Secondary Vocational Program Evaluation

Three Major Prioritized Outcome Measures

① **LOCAL Level**	Promote and assist in the evaluation of *LEA vocational programs for the purpose of program improvement at the local level.
② **STATE Level**	Provide valid and representative data on *LEA vocational programs for regional and statewide planners of vocational education.
③ **NATIONAL Level**	Help ensure accountability of federal and state funds allotted to *LEA vocational programs and to satisfy federal legislation and state requirements of program evaluation.

* LEA Local Education Agency (K-12, or as appropriate)

GLOSSARY

Term	Definition
Occupational Preparation Program (OPP):	That portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It includes (1) the instructional programs and (2) sequence and/or prerequisite courses.
Instructional Program Component (IPC):	The part of the Occupational Preparation Program (OPP) that includes occupational preparation for students according to their declared career objectives. Other elements of an IPC include federal funding, co-op/simulation/project method, and preparation for a wage-earning job.
Occupational Preparation Course Component (OPC):	That part of the Occupational Preparation Program that includes courses related to the instructional programs (IPC). These courses are either required or suggested for entry into the instructional program component. May include math, science, language arts, etc.
Sequence Course:	The part of the Occupational Preparation Program that includes courses that are not within the instructional program component (IPC). Sequence graduates may have taken: • one course in more than one program area, or • any course leading directly to a job preparation course, or • more than one course in a vocational program area not leading to an IPC course.
General Education Program:	An academic, nonvocational program.
Special Needs Students:	A generic term used to include (1) disadvantaged, (2) handicapped, and (3) those students with limited English speaking ability (LESA).
(1) Disadvantaged Students: (Refer to PI-1330, Column 13, ABC)	Persons (other than handicapped persons) who have academic or economic disadvantages and require special services, assistance or programs in order to enable them to succeed in vocational education programs. The term includes persons whose needs result from: lack of reading and writing skills; lack of mathematical skills; below grade level performances; poverty; parental unemployment; parental public assistance; or student being institutionalized or under state guardianship.

Term	Definition
(2) *Handicapped Students (EEN):*	Persons, who by reason of their handicapping condition, require special education and related services and who cannot succeed in the regular vocational program without special educational assistance or a modified vocational education program. The term includes persons who are mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; or health impaired; deaf-blind; specifically learning disabled; orthopedically impaired; and multihandicapped.
(3) *Limited English Speaking Ability (LESA):*	Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from normal studies to the same extent as a student whose primary language is English. Some examples of national origin minorities are persons of Spanish, Chinese, or Italian heritage.
Individual Education Program (IEP):	A written statement describing the education objective for and the services to be provided to each handicapped child.
POOL Project:	A project where secondary vocational students attend classes conducted by a Vocational, Technical and Adult Education (VTAE) district or other local school district. POOL project funds were created through an agreement between DPI and the Wisconsin Board of VTAE (WBVTAE) to create expanded access to vocational education for high school students.
Class-Size:	Entire class is comprised of secondary students (from one or several schools) and taught by VTAE educator.
Slot-in:	Secondary students are slotted into existing post-secondary classes.

Chapter 1

GOALS OF THE TEAM VISITATION

The goals of the on-site evaluation are outlined below. Major goals one, two, and three outline the scope and depth of the evaluation. They should be emphasized in each team evaluation.

Major Goal One

Determine the effectiveness of the management of the total vocational education program. Develop recommendations for improvement.

Specific Goals:

(1) Planning

- Examine the philosophy, goals and objectives of the program. Are the goals based upon the philosophy? Are objectives stated, consistent, achievable, and measurable? Determine the strengths and areas for improvement of the goals/planning component of the program.
- Is there evidence of a functioning systematic and comprehensive needs assessment system? Determine the strengths and areas for improvement of the needs assessment component of the program.
- Examine the Local Long-Range Plan. Does it incorporate the goals and objectives of the vocational program?

(2) Implementation

- Does the operational program reflect the stated philosophy and objectives of the district, identified needs, sound administration and management, instructional practices, career development strategies, vocational guidance, and services to students with special needs? Determine the strengths and areas for improvement of the implementation component of the program.
- Determine whether the program provides adequate preparation for employment. Examine employability of graduates, preparation for post-secondary education, and satisfaction with the program.
- Determine how effectively recommendations from a prior vocational evaluation have been considered and/or implemented.

(3) Evaluation

- Is there a systematic, ongoing program evaluation plan developed and in use which relates to the goals of the program? Determine the strengths and areas for improvement of the evaluation component of the program.
- Is there evidence that evaluation data is being used in revision of local long-range plans?

Major Goal Two

Determine the effectiveness of the high school occupational preparation programs. (These include *but are not limited to* agriculture, business education, health occupations, home economics, marketing education, technology education, vocational guidance, and vocational programs developed for students not capable of being adequately served in regular vocational education programs.) Develop recommendations for improvement.

Specific Goals:

- Determine if the courses offered are preparing students for the world of work, labor market needs, and/or for post-secondary educational training.
- Determine if program offerings are comprehensive and responsive to student needs.
- Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded, and how effectively this was done.
- Determine the presence/absence of discrimination, stereotyping and bias, and efforts made to promote nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation between the local vocational programs, local resources and other education agencies.
- Determine the extent of utilization of POOL funding to meet local vocational education needs.

Major Goal Three

Determine whether pre-high school exploratory courses are relevant, adequate, and available to a wide range of students. Develop recommendations for improvement.

Specific Goals:

- Determine if the courses offered are preparing students for the world of work.
- Determine if program offerings are comprehensive and responsive to student needs.
- Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded, and how effectively this was done.
- Determine the presence/absence of discrimination, stereotyping and bias, and the efforts made to promote nontraditional enrollments and opportunities.
- Determine in-school articulation and community articulation between local vocational programs and local resources, including POOL projects.

Chapter 2

LVEC HANDBOOK

The Evaluation Team

Team Selection

All team members are selected from outside the district to be evaluated from a roster of potential evaluators provided to the host school by CVTAE. The team is comprised of a team leader and members representing two specific groups:

1. Educators from secondary and post-secondary levels representing a cross-section of vocational and administrative areas and positions.

2. Community (Business/Industry) personnel, when available.

Team Leader. Duties include conducting pre-visitation activites, coordinating the visitation, orienting the team, assembling the final report with the aid of the team and CVTAE, scheduling team member interviews during pre-visitation, and orally presenting the major visitation findings to the local district administrator and LVEC. The team leader will be selected using the following criteria:

1. Experience or background in vocational education and familiarity with a total vocational program.

2. Competence, as judged by colleagues, such as leadership and ability to organize, as well as group sensitivity and a strong ability to deal with people.

3. Familiarity with visitation team procedures is desirable. A training workshop for all team leaders is given by CVTAE.

4. Availability and willingness to serve.

Educators. Several criteria will be used in selecting educators for team membership. The criteria will include:

1. Vocational* education experience and/or background.

2. Teaching, counseling, or administrative expertise in vocational education.

3. Competence, as judged by colleagues.

4. Availability and willingness to serve.

*A variety of vocational personnel will be included such as LVEC, principal, guidance counselor, special needs educator, secondary and post-secondary educator, university teacher-trainer or vocational educator.

Community Personnel. Criteria for the selection of business and industrial representatives are listed below:

1. Concern for and basic understanding of the goals of vocational education.

2. Recommendations by colleagues.

3. Availability and willingness to serve.

This can include persons from state advisory committees, employers of vocational graduates, board of education members, training sponsors.

Team Member Functions

The educators of the team spend the majority of their exploration time interviewing educators within the school. A small percentage of their time may be scheduled to interview students and/or business and industrial personnel of the community. If the school participates in a POOL project, they will also interview students and staff involved in these courses. Some interviews will be done in the host school.

The business/industrial representatives spend the majority of their time in the community talking with employers and other people in contact with current students, former students, or directly with the school. A small percentage of their time may be scheduled to interview students and/or educators within the school.

Role of Team Members

The visiting team members function as evaluators assessing the quality of the program in the light of its stated purpose(s) and objectives. The Self-Evaluation Report prepared by program personnel is a primary source of information and should be used as an evaluation guide. However, the team normally evaluates areas beyond those recorded in the Report. Valuable information can be obtained from interviews and from supportive documents which can be considered in conjunction with the Self-Evaluation Report to formulate and acknowledge program strengths and areas for improvement.

The approach of the team to the evaluation should be objective. Practices at home institutions and/or personal biases need to be set aside. The program being reviewed should be evaluated on the basis of the District's needs and goals. The team should keep in mind that it shares a responsibility of assisting in the growth and development of the program being evaluated. Program personnel in most cases are proud of the program and their contributory roles and efforts while still remaining open to positive suggestions for doing an even better job. In some cases, program personnel are under rigorous time constraints to complete the Self-Evaluation Report in time to meet evaluation deadlines. Keeping these thoughts in mind will contribute to a successful and productive visitation evaluation.

Also, remember team evaluators are chosen because of their competence and expertise. Any uneasiness a team member may feel about the evaluation needs to be communicated to the team leader and not to the local program personnel.

Team Member Finances

Visitation expenses incurred by team members will be reimbursed by the school. Travel and expense vouchers will be distributed by school personnel during the visit. Each team member should be financially capable of paying for both travel and food during the visit. Actual expenses of each team member are reimbursed in accordance with the following guidelines:

Meals: Actual cost of meals and tips to, from, and during the business of the visitation. There is, however, a restriction from reimbursing meal expenditures over and above the maximum allowed by the District Guidelines.

Travel: Personal auto expenses, to, from, and during the business of the visitation at the District Guidelines rate.

Lodging: The actual cost of room accommodations for the evaluator while on business of the visitation. Lodging will be arranged for by the school. Telephone calls made and charged on the hotel bill will NOT be eligible for reimbursement and are the responsibility of the individual.

Suggested Correspondence to Team Members

It is the responsibility of the LVEC to contact evaluators about serving on their visitation team. A roster of potential team members is provided by CVTAE. He/she may strike any name that is inappropriate for that school. CVTAE will supply additional names as needed. It is suggested that the LVEC contact potential team members by mail (sending a photocopy of the letter to the evaluator's district administrator.) In cases where time is a limiting factor, LVECs may phone potential team members prior to sending the formal correspondence.

Sample letters of invitation are included in Appendix C, page 178*, as well as sample thank you letters to send when team members have agreed to serve. Other correspondence items include "Personal Data Sheet", "Information for Visiting Team", and "Team Member Response Form". See page 176* for "Correspondence Check-List" and "Correspondence Activities to Fill On-Site Team."

Conduct of the Visit

The team will begin its visit the evening prior to Day One with an orientation session for all team members conducted in the Team Workroom (see schedule for room assigned) at which time the team leader/coordinator will finalize the schedule and assignments, discuss plans for the evaluation, assign interview schedules, and clarify procedures for writing the team report.

The LVEC will be present at the orientation to meet the team, explain the layout of materials in the team workroom, discuss any pertinent aspects of the Self-Evaluation Report which need explanation or emphasis, and, in the case of a small school, take the team on a brief tour. In the case of a larger school or cluster set-up, the LVEC will, instead of a tour, go over the school(s) layout and district maps familiarizing the team with necessary directions. The LVEC assumes the role of an information and resource person, allowing the team leader to conduct the necessary orientation activities.

* Self-Evaluation Manual

At the onset of the official visit (Day One) the team will meet in an introductory session with the administrator, LVEC, and available vocational staff. Throughout the visit the team will have scheduled team meetings so that members can share their findings and observations. Through these exchange sessions, members can solidify impressions and identify additional areas that should be examined or interviews and/or materials that should be requested. Careful notes of all findings as well as names of all faculty and staff interviewed should be kept. The Team Member Handbook (page 30) can be used by the team members for jotting down thoughts and reactions. Near the conclusion of the visit, the team will review findings and agree upon recommendations. At that time, the team will consider the drafts of various sections of the report as prepared by individual members so that the rough draft of the report can be approved by all members of the team while they are at the school site.

The team leader will make a short oral report to the administrator, school board member, and LVEC at the end of the visit. This report will include the general findings showing both strengths, weaknesses, and recommendations, all of which will be included in the overview section of the final written report. The LVEC and administrator may include other key personnel in this oral report meeting if they desire.

Overall Visitation Schedule

Pre-Visitation Evening	• Arrive at school by 6:30 p.m. Please check in at (specify lodging facilities) and have dinner before arrival at school.	
	• 6:30 - 9:30 p.m.	Orientation session for visiting team at school team workroom (specify room site).
Day One	• Arrive at school by 8:00 a.m.* Please have breakfast before arrival.	
	• 8:00 a.m.*	Local staff-team introduction meeting. Meet superintendent, principal, LVEC, available vocational staff.
	• 8:30 a.m.*	Team work/assignments/interviews.
	• 12:00 noon*	Lunch at (specify facility). School board and advisory members may be invited.
	• 1:00 p.m.	Team work/assignments/interviews.
	• 3:30 p.m.	Team conference in school team workroom. Complete the Rating Scale. Team members will begin writing tentative conclusions in preparation for the consensus meeting.
	• 5:30 p.m.	Dinner at (specify facility).
	• 7:00 p.m.	Team consensus meeting in team or motel workroom. Review each evaluators tentative conclusions. Recommendations and suggested solutions for each criteria will be formulated following consensus.
	• 10:00 p.m.	Dismiss for the day.
Day Two	• 8:00 a.m.	Team leader and CVTAE Consultant available in team workroom for assistance.
	• 8:00 a.m.	Finish writing reports. Some members may need additional interviews to clarify an issue.
	• 8:15 a.m.	Typists begin typing rough drafts.
	• 10:00 a.m.	Begin report readings as ready.
	• 11:00 a.m.	All report writing completed and turned in to CVTAE coordinator.
	• 12:00 noon*	Lunch at (specify facility).
	• 1:00 p.m.	Continue Readings.
	• 3:00 p.m. (approximate)	Team member debriefing by CVTAE consultant. Travel vouchers filled out and turned in to LVEC. Leave school.
	• 3:00 p.m.	Exit Conference: Team Leader, LVEC, CVTAE Consultant with administration and school board member.
	• 4:00 p.m.	Leave School

*Adjust time to fit school schedule

NOTE: See page 21 for Individual Team Member Schedule

LVEC Role During Visitation

1. Host the team/staff introductory meeting. See Team Guidelines, page 25.

2. Have student guides identified and in readiness as facilitators for team members as needed.

3. Monitor progress, offer assistance and consultation if needed.

4. Distribute travel vouchers to team leader.

5. Arrange to have typists available on the final evaluation day to type a rough draft of the Team Report. One or two typists should be assigned for 8:15 a.m.; three or four typists (in total) will be needed by 10:00 a.m. (If student typists are used, five to six will be needed. The confidential nature of the report and demand for accuracy may make it inadvisable to select student typists.) It is essential that the rough draft be completed and edited by the CVTAE consultant before he/she leaves the school. (One or more typists may be asked to stay overtime, if needed.) CVTAE consultant will retain a photocopy of the edited rough-draft team report. WIDE CARRIAGE typewriters are a must!

6. The LVEC will be available all of Day Two to "hear" reports as they are ready. Each evaluator will read his/her report from the rough-draft typed copy. The Team Leader and LVEC will cooperatively either accept each report at this time or require the evaluator to modify it. Corrected sections must be re-read to the team leader and LVEC for acceptance.

LVEC Role After Visitation

1. Process team member travel vouchers.

2. Type final copy of Team Report from the rough-typed copy which has been edited by the CVTAE consultant, using the Typing Guide provided by CVTAE.

3. Duplicate the completed Team Visitation Report.

4. Distribute the specified number of copies to the appropriate people.

   - mail one copy to DPI consultant
   - mail one copy to CVTAE consultant
   - mail one copy to each team member

LVEC Preparation Checklist

Responsibility of the School

Many preliminary plans can best be facilitated by persons located in the district geographical area. Therefore, the school will assume responsibility for completing the following activities and arrangements.

Preliminary Activities

1. Carefully read Team Visitation Guidelines.

2. Review potential team roster from the CVTAE with school administrator. Finalize the potential list utilizing strike-off privilege if necessary.

3. Arrange for notification of selected team members and consultants. See sample letters in Appendix C, pp. 178-182*. Complete "Information for Visiting Team" and send to all confirmed team members along with "Personal Data Sheet" and a copy of the team roster prepared by CVTAE. See Appendix D, pp.183-185* for samples.

   NOTE: Team Visitation Guidelines will be sent to members/leader by school.

4. Review and plan tentative overall visitation schedule. Review with team leader to finalize. (See page 186*)

5. Mail Self-Evaluation Report, Flow Chart, Rating Scale and finalized overall visitation schedule (pg 186*) to all members and consultants ten days prior to visit. It is helpful to include a community map with school and parking accommodations shown. Remember to send these materials to the DPI Consultant and the CVTAE Coordinator.

6. Outline a list of suggested materials that the school can have in readiness for the team. See "Suggested Exhibits for Visiting Team" pages 28-29*.

7. Arrange for a team workroom at the main campus building. Arrange for suggested materials to be available in the team workroom as well as telephone, typewriter, paper, clerical help if necessary, and capabilities for photocopying, etc. Arrange for school personnel to lay out materials in logical order. The LVEC will explain material arrangement to team members at orientation. Include a floor plan of the school(s).

8. Plan housing through school purchase order, if possible. Reserve hotel/motel rooms for team members and CVTAE and DPI personnel. Read "Team Member Finances" in Team Visitation Guidelines, p. 13.

9. Prepare name tags for team members, team leader and consultants. School personnel will also need name tags. Select "student guides" (if appropriate) and prepare name tags for them.

10. Confirm arrangements for scheduled meals and eating facilities planned for on-site visitation.

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11. Duplicate (ditto is satisfactory) Team Report format sheets in adequate number to allow approximately 30 for each member plus 50 for draft typing. See Appendix E for example. Duplicate Personal Interview Sheets (See Appendix E) to allow two for each team plus 15 for draft typing.

12. Distribute Team Visitation Guidelines to appropriate program personnel. READ. Program personnel should also receive roster, schedule assignments, etc., and be aware of all aspects of the on-site visit.

13. Arrange for the team leader to have the following materials in readiness at the team workroom during the time the leader is at the school conducting the pre-visitation activities.

    - Class schedules (include exploratory and sequence courses) for all attendance centers and a list of the vocational teachers with a suggested time for interviews (planning periods).
    - A listing of local board of education members, addresses, and telephone numbers.
    - A listing of local advisory council members, place of employment and telephone numbers.
    - A listing of nearby graduates and employers of graduates, addresses, and telephone numbers.
    - A listing of POOL courses, VTAE instructors, project coordinators and POOL student lists.

14. Develop and distribute a series of news releases about team visit.

15. Prepare employers, graduates, board members, training sponsors to receive team interviews on Day One and possible a.m. on Day Two.

16. If POOL courses are to be evaluated, inform host school or VTAE staff of the visitation schedule.

17. Schedule typists to be available for Day Two. Two typists should be ready by 8:15 a.m. and two more typists at 10:00 a.m. If possible, set up typing stations in late afternoon of Day One. The confidential nature of the report and demand for accuracy may make it inadvisable to select student typists.

18. Develop "tentative" interview schedules for each team member with vocational staff, administration, etc. Use scheduling procedures outlined on pages 19 and 20 and on page 21 as well. Distribute to staff. Arrange to assist team leader during pre-visitation work time to complete interview schedule. This activity is critical! (Use "Schedule of Interviews," page 61, adapting as necessary.)

19. Review Self-Evaluation Report and visitation preparations with CVTAE consultant. This is done during a coordinating call two weeks prior to the on-site date, and initiated by the CVTAE Consultant.

Interview Schedule Guidelines

If team size and time are limiting factors, you may wish to schedule some of the interveiws via the telephone. The following general items need to be considered by the LVEC and the team leader during the scheduling process:

- The first entries on each member's schedule should consist of the orientation and team conference meetings that have been scheduled in advance. See page 21 for example of compieted interview schedule.

- Use the interview assignment matrix in Appendix B, pages 57-59 in assigning interviews. One matrix displays contact groups for team members investigating management concerns; the second matrix displays contact groups for team members investigating program areas. In some cases, a team member will have a double assignment of both management and program area concerns.

- Schedule interviews for each team member for Day One only, with sufficient time (35-40 minutes) for interview and sufficient time (10-15 mintues) for the team member to summarize and record findings after. Team members themselves should be charged with scheduling a additional interviews necessary to complete their assignment for the morning of Day Two.

- Do schedule group interviews for administrative personnel and host LVEC to prevent them from being over-interviewed by management interviewers. For example, the team leade and two or three management interviewers can all interview the district administrator together. The principal can be interviewed by a group as can the host LVEC and the vocational guidance counselors (each in separate groups).

- Do not schedule group interviews between the LVEC and program area interviewers. This is not productive! For program area interviews, set up the interview schedules so interviewers meet first with the Department Head (even if this has to be scheduled before the 8:00 a.m. Introductory Meeting), next with individual instructional staff and finally with the LVEC. This pattern will set the stage for productive interviewers. Each program area evaluator must meet one-on-one with the LVEC.

- Do schedule one-half to one hour for each program area evaluator to contact advisory members by telephone. Telephone interviews can be very effective. The evaluator will need to write out interview questions in advance, get response by phone from a sample of advisory members on each question, then analyze and synthesize conclusions. When this pattern is followed, productive interviews and conclusions can result.

- Permit time for team members to travel between interviews when necessary.

- You may also wish to schedule two or three district people with one team member during some interviews when necessary, (such as students and board members.)

- Team members who are investigating a program area may decide to schedule a followup meeting with the vocational instructor/department head on Day Two.

- Schedule interviews during preparation periods when possible. In some cases you may need to schedule interviews during laboratory periods. When this is not possible, class time may need to be utilized, possibly arranging for someone to "cover" for the interviewee during the time of the interview.

- The team leader will share in the interview process. Take particular note of the advance schedule, however, so as not to schedule an interview for the team leader at a time when he/she is not available.

- The management evaluator(s) (planning, implementation, and evaluation) should spend most of their time interviewing administration, board members, guidance staff, special needs staff, some students, and several of the vocational staff.

- The program area evaluators should concentrate on interviewing staff, students, and advisory committee members in their respective areas. They also need to interview administration, guidance, and special needs. (Program evaluators may, as a group, interview each of these people). Also give consideration to interviews with appropriate academic staff (i.e. business education evaluator interviews English instructor).

- One management evaluator should be scheduled to evaluate POOL projects. Key questions about POOL projects have been infused into the Rating Scale.

- One educator (preferably a guidance counselor) will be assigned the area of guidance and counseling. Key questions (criteria) for guidance are provided in the Rating Scale.

- One educator will be assigned the area of special needs. Key questions (criteria) for special needs are provided in the Rating Scale.

Individual Team Member Schedule (sample)

Team Member: Name (Planning)

Time	Name and Position of Interviewee	Place
Monday (day)		
6:30 p.m. - 9:30 p.m.	Team Orientation	Team Work Rm.
Tuesday (day)		
7:30-8:00	Staff/Team Introductory Meeting	Board Room
8:30-9:45	Group Interview - Superintendent (name)	Supt. Office
10 00-10:45	Group Interview - LVEC (name)	Team Work Rm.
11:00-12:00	Contact Advisory Committee by phone (3)	Main Office
	(name) (telephone number)	LVEC Office
	(name) (telephone number)	LVEC Office
	(name) (telephone number)	LVEC Office
12:00-1:00	Lunch - eat with vocational students	School Cafeteria
1:00-1:30	Jack Jones, Industrial Education Dept. Head	Room 121
1:45-2:15	Sam Smith, Production Agriculture Inst.	Room 201
2:30-3:30	Employers: (1) Manager-Fultons Meat Supply	(addresses)
	(2) Asst. Manager - First National Bank	(addresses)
	Team Meeting/Complete Rating Scale	
3:30-5:00	Write Tentative Conclusions	Team Work Rm.
5:30-6:45	Team Dinner with Board of Education	The Rafters
7:00-10:00	Team Consensus Meeting	Motel Conf. Rm.
Wednesday (day)		
8:00	Begin Report Writing (Do not schedule interviews)	Team Work Rm.
	Leave open for individual evaluators to	
	fill in as needed to complete any	
	additional interviews)	

Chapter 3

TEAM LEADER HANDBOOK

A variety of tasks need to be performed by the team leader prior to arrival at the local school. The tasks consist of communication and organizational activities.

The team leader will concentrate attention upon: facilitating the on-site visitation, finalizing interviews in advance of the visitation, orienting the team, coordinating activities throughout the visitation, assembling the various sections of the final report prepared by team members, and orally presenting overall team findings to the LVEC, administration, and school board member before leaving the school.

Advance Preparation

Upon receipt of the school assignment, the team leader should:

1. Attend one-day team leader workshop conducted by the CVTAE.
2. Read Team Visitation Guidelines throughly. Take particular note of Team Leader activities as well as Team Report format and deadlines.
3. Contact host LVEC by phone to discuss upcoming visit (as soon after agreeing to the team leader role as possible). Request additional help or items needed at the time of the visit. (Appendix A)
4. Become familiar with the general campus layout and the district.
5. Become familiar with the names and background of each team member.
6. Review the tentative agenda and team assignments and make note of necessary changes and improvements.
7. Review the Self-Evaluation Report (see pages 22-23*) to become familiar with the district vocational program, vocational and sequence courses, and the data format. On-site time will be devoted to in-depth analysis of this report; however, advance awareness of the format and content is necessary. Use the management component of the rating scale as you study the report.
8. Write a welcome letter to the team; remind them to review the Self-Evaluation Report and to complete the SE column of the rating scale. Also take the opportunity to briefly explain the evaluation process and to express the importance of attending the orientation meeting. (See Appendix G for sample letter.)

Two Weeks Prior to the On-Site Visitation

1. Establish a meeting with the local school district administration and LVEC at the time of your arrival on the afternoon before the visitation. This will be a short meeting to introduce yourself, announce your arrival on the site, and acquaint yourself with the team workroom.

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2. Arrange a time with the LVEC to look over the district Long-Range Plan for vocational education.

3. Carefully study the two Interview Assignment Matrixes displayed in Appendix B, page 57. Note that the LVEC will schedule interviews for school administration, vocational staff, employers, advisory, and school board members, and will notify them prior to the on-site. You will be responsible for finalizing interview schedules by making sure all appropriate persons are being contacted. (See #2 below)

The Half Day Immediately Prior to the On-Site Visitation

1. Meet briefly with local administration and LVEC. Discuss their concerns pertaining to the evaluation.

2. Review interview schedules for team members which have been formulated by the LVEC. This is a critical activity and needs careful attention. The LVEC will work with you. Make sure the following groups have been included.

- Administrative Personnel
- Vocational Guidance staff and Special Needs staff
- Vocational Instructional Personnel
- Board of Education Members
- POOL Staff at Host School
- Academic Personnel (as appropriate)
- Employers
- Advisory Council Members (telephone)
- Graduates (as available)
- Feeder School Personnel (this is a check to make sure all vocational staff are scheduled for interview)

3. Review the Local Long- and Short-Range Plan for Vocational Education. Make notes in your Team Member Handbook for points that may need investigation during the evaluation. Some points of inquiry may include:

- Was the development of the local plan a team effort?
- Does the local plan portray the goals and objectives of the vocational program?
- Are curriculum areas and related activities which are vocational in nature included in the plan whether or not funding will be applied to those programs?
- Does the plan show evidence of annual review and revision?
- Is there evidence that program evaluation data is being used?
- Are special needs provided for?
- How have equity issues been addressed?

The On-Site Visitation

1. Team Orientation Meeting (3 hours, conducted by the team leader in the team workroom.) Use suggested agenda, Appendix G, page 71.

   (a) Greet team members with name tags. Introduce team members and LVEC to each other. Ask if each member has checked into accommodations. Discuss parking facilities, restaurants available, etc.

   (b) Introduce LVEC so that he/she may explain the content of the prepared exhibits and their placement in the team room. At this time the LVEC can, in the case of a small school, take the team on a brief tour. In the case of a large school or cluster set-up, the LVEC, instead of a tour, can go over the school(s) lay-out and district maps to familiarize the team with necessary directions. After this point the meeting will again be under the direction of the team leader.

   (c) Define and discuss the major and specific goals of the team visitation.

   (d) Discuss evaluation procedures. It is a total program evaluation with prime emphasis on total management and occupational preparation programs. Conclusions from both Management and Program Areas are to be shared team findings. Team conference sessions are for the purpose of sharing and verification of observations.

   (e) Review the general team schedule and notify members of any changes that have been made. Stress the importance of team conference times and keeping on schedule.

   (f) Distribute and discuss individual interview schedules. Discuss techniques for group and telephone interviews as given on p. 19.

   (g) Discuss principles of interviewing (in Team Member Handbook) pp. 33-34 Specific questions used for interviews will be determined by information needed.

   (h) Discuss important aspects of the Self-Evaluation Report. Call upon the LVEC to explain the Report highlighting organization of data, correcting errors, and answering questions.

   (i) Discuss Report Writing Sessions and members' contributions to them. Distribute copies of Team Report format. Read and discuss the "Team Visitation Report" on page 35 and sample Team Reports, pp. 40-51.

   (j) Turning to either the Management or Program Component of the Rating Scale as assigned, each evaluator will review evaluation instructions. The following process is then suggested:

      • Read each "key question" for evaluation (column 1, rating scale).

- Using the SE Key (column 2, rating scale) find the appropriate portion(s) in the SE Report identified as a source of evidence. Analyze the evidence. Guidance, special needs, equity, and POOL questions will be found in separate sections of the management component of the Rating Scale. See p. 31 for coding instructions.
- Continue collecting and analyzing evidence from the SE Report making notes as needed in the appropriate columns of the rating scale. When all SE evidence has been analyzed for a particular item, a numerical rating (NA or 1-5) is penciled in column 1 - "SE Report."

(k) Distribute standards for vocational program areas, asking DPI representative to discuss how they have been developed.

(l) Allow time for members to dig into their assigned area key questions and investigate the Data Source columns for their assignment. The last 45 minutes can be devoted to this important activity.

2. The local Staff-Team Introduction meeting, Day One. (One-half hour)

(a) Local administrator/LVEC welcomes team and introduces local staff.

(b) Local administrator and/or LVEC discusses any significant points on the makeup of the district and/or the vocational program which were not covered by the LVEC at last night's orientation session.

(c) Local administrator introduces team leader who in turn introduces team members, their home base, and their evaluation assignment.

(d) Team leader orients staff to the purpose of the evaluation, team member function, general schedule, and location of the team.

(e) Team leader informs staff of interview procedures and schedules, emphasizing the necessity for both team and staff to keep on schedule.

(f) Local administrator/LVEC closes meeting after answering questions.

3. Midway through the visit, Day One (8:30 a.m. to 3:30 p.m.)

(a) Interview district administrator, principal, LVEC, and school board members. Along with the CVTAE coordinator and DPI representative, the team leader will assist team members throughout the day.

(b) Write Introduction and begin writing the Overview.

4. Team Conference, Day One (3:30 p.m.)

(a) Team members may encounter conflicting evidence through interviews, on-site exhibits and self-evaluation data. One purpose of this

meeting is for evaluators to check out any apparently conflicting evidence. The LVEC is present for this meeting.

(b) The team leader, CVTAE coordinator and DPI representative will work with team members in finalizing their ratings on the Rating Scale, and writing their conclusions.

Directions for completing the Rating Scale form are on the first page of both the mamagement and program area component. Evaluators will, independently of each other, begin completing the rating scale. Tentative conclusions should also be formulated where appropriate at this time. This tentative rating and writing should be done in pencil to allow for easy changing if further interviews or consensus meeting warrants such change.

NOTE: A suggested "Rule of Thumb": Write conclusions on key questions which have ratings of 1 and 2 and 4 and 5. Write conclusions on key questions with ratings of 3 only if you particularly want to emphasize that point.

(c) Evaluators will also use this meeting time to write out tentative conclusions in preparation for the Team Consensus Meeting at 7:00 p.m. Using Team Report format sheets and working from interview notes, each evaluator will synthesize and write out tentative conclusions relating to key questions investigated. Write Conclusions, one on a format sheet, so they can easily be shuffled and reorganized. Refer to the Team Visitation Report, Chapter 5, p. 35. Tentative Recommendations and Suggested Solutions can be developed after conclusions have been stated and solidified through the consensus process.

NOTE: Write only conclusions at this time. Recommendation suggested solutions will be developed after the consensus meeting.

(d) During the dinner, the team leader may be asked to give a short explanation of the evaluation process and goals, and to hand out certificates to team members.

5. Team Consensus Meeting, Day One. 7:00 p.m. (Team members only)

This meeting is critical to the success of the team visit and the validity and consistency of the Team Report. Most of the interviewing has been completed and the team leader will direct the meeting as follows:

(a) Obtain consensus among team members on ratings and conclusions reached for key questions investigated in each management and program areas. This will involve a great deal of free and open discussion, as well as subtle leadership. Conclusions in each area must be stated by the investigator, challenged, and corrected if necessary. Some conclusions may need more investigation on Day Two.

(b) The best format for the team leader to follow for this meeting is as follows:

- Announce a predetermined amount of time for each presentation. Time must be allowed for presentation of conclusions and questions, challenge, or confirmation from team members who also have encountered or need evidence relating to the conclusion(s) presented.

- Introduce each program area evaluator in turn (e.g., Agriculture, Business Education, Health Occupations, etc.) to present his/her tentative conclusions to the team.

- Introduce each management evaluator in turn (e.g., Planning, Implementation, etc.) to present his/her tentative conclusions to the team.

(c) Important. Instruct management evaluators to take notes during program area presentation on data which pertains to their evaluation concern. (For example, the "Implementation" evaluator will take notes on how advisory committees are functioning in each program area in order to formulate a conclusion statement for a key question for his/her "Implementation" report. The team leader will also take notes during the presentation of overall strengths and weaknesses that emerge for inclusion of his/her Overview of Findings. (See p. 41)

(d) Where no challenges are made, evaluators may consider their conclusions as corroborated.

(e) Instruct team members to use these validated conclusions to form the basis of their individual reports. Develop recommendations and suggested solutions for each conclusion during report writing session on Day Two.

(f) Keep reports moving or this meeting could last all night!

6. Day Two: Near the end of the Visit.

(a) By the second morning, the introduction and overview will be completed. Discuss evaluation schedules. Note how team members are progressing, and what changes, if any, need to be made.

(b) Check with LVEC to be sure that enough typists are provided for Day Two to complete the rough-draft typing of reports and personal interview sheets.

(c) As each rough draft of a team member's report is typed, the team leader and host LVEC will "hear" the report as it is read by the evaluator. The host LVEC can correct factual errors but cannot change content.

(d) Distribute travel vouchers. Discuss completion and submission.

7. Team Member Debriefing. (Can be done on individual basis as each evaluator completes his/her assignment.)

(a) Each team member will read his/her report to the team leader and LVEC after rough-draft typing. Each report should be consistent, readable, and reflect consensus discussion. Ask evaluator to rewrite where needed and then re-read. This is a most important activity.

(b) The LVEC can make corrections of terminology, and/or factual and spelling errors during the reading.

(c) Collect from team members: (coordinated by CVTAE consultant)

- Interview sheets
- Members' written reports - both rough draft and original written pages
- Members' travel vouchers
- Self-Evaluation Reports (if school wishes them returned)
- Completed Rating Scale(s)
- CVTAE folders and standards

(d) Discuss any unfinished business.

(e) Dismiss each team member with thanks for cooperation.

8. Team Leader Exit Conference with district administrator, principal, LVEC, school board member(s), DPI representative, and CVTAE consultant (one-half hour).

(a) Discuss any findings judged difficult to include in a written report.

(b) Receive any suggestions or discussion on conduct of the team.

(c) Focus report on general conclusions, recommendations and suggested solutions. Team leader may speak directly from the Evaluation Overview of Findings.

(d) Discuss Utilization of Findings procedures and timetable.

(e) Brief the administration about receipt of the final written report.

(f) If a team leader so wishes he or she may offer to return at a later date to give a report to the full board and staff.

(g) Suggest that the school send thank-you letters to team members.

(h) Leave on a positive note after thanking the administration for the cooperation and courtesies shown.

9. Finalizing Team Report. (before leaving school)

(a) Assist the CVTAE coordinator to assemble the rough-draft typed Team Report into a unified whole. It is important that the focus of the Team Report reflects Self-Evaluation findings and centers around elements of strength and areas of concern about which the team has reached consensus.

Be sure all sections are included and the Team Report is complete. See p. 37 for Sample Table of Contents.

(b) The CVTAE coordinator will edit the Team Report for format and grammatical inaccuracies. This editing is done prior to leaving the host school. The CVTAE coordinator retains a photocopy of all sections of the rough-draft report.

(c) A draft Team Report will be given to the host LVEC by the CVTAE coordinator. Included will be:

- The complete rough-draft typed copy as well as the original written pages.
- Interview sheets from each team member showing persons interviewed.
- If necessary, a special letter explaining unusual problems encountered by team.

(d) Final typing, duplication and dissemination of the Team Report is the responsibility of the host school.

(e) Send final copy of the Team Report to DPI representative, CVTAE coordinator and all Team Members.

NOTE: See "Summary Outline of Team Leader Responsibilities," Appendix G, p. 72.

Chapter 4

TEAM MEMBER HANDBOOK

Advance Preparation

Each team member will receive the school's Self-Evaluation Report ten days prior to the visit. Before arriving on campus, each member should carefully scan the full report. Note findings from Chapter 3 and 4, such as student and employer followup data, student assessment data, staff and advisory committee data. Give special attention to specific team assignments made in advance and carefully read those sections of the report.

Each member will receive memoranda concerning the tentative schedule of the visitation, team assignments, time of the initial and final meetings. A roster of team personnel, and a map of the school(s) may be included. Each member will make his/her own travel arrangements to and from the school.

Special Precautions

Team members are reminded of the confidential nature of the Self-Evaluation Report as well as information obtained from all other sources during the visit. This information must not be displayed or discussed during or after the visit, except for official purposes.

Team members must not discuss any findings with the news media.

Each team member will return his/her numbered Self-Evaluation Report to the team leader to be returned to the LVEC, unless otherwise notified.

Finances

Visitation expenses incurred by team members will be reimbursed by the school. (See page 13 for breakdown of allowable expenses.)

Team Member Checklist

Please use the following list before leaving for the school to be sure if you have all the needed materials:

1. The Self-Evaluation Report
2. The overall schedule of the visitation
3. A roster of team personnel including team assignments, local addresses, and telephone numbers
4. Team Visitation Guidelines
5. Name, address, and telephone number of the hotel/motel
6. A community map or directions indicating school location and parking accommodations
7. A floor plan of the school (this may be available in the team workroom)
8. Interview schedule forms (team leader only)

Directions for Using the Rating Scale

The Rating Scale functions as a tool to help team members identify strengths and weaknesses in their evaluation assignment. By rating defined criteria, team members are able to focus limited writing time on areas of greatest concern. There are two components of the Rating Scale: management (which includes planning, implementation, evaluation) and program area (which addresses agriculture, business education, health occupations, home economics, technology education and marketing education). Assessments of vocational guidance, service to special needs students and POOL programs are cross referenced in both components of the Rating Scale.

The Rating Scale does not become a part of the final Team Report. The CVTAE coordinator collects all copies at the end of the visit. It is used as a tool to help team members focus on evaluation criteria.

Preparation

Check your specific evaluation assignment on the team roster. If you are evaluating "Planning", "Implementation", "Evaluation", "Guidance", "Special Needs", "POOL", or "Equity" you will work with the rating scale identified as MANAGEMENT COMPONENT. The last four areas mentioned above will be found on separate management components.

All program area evaluators will use the rating scale identified as PROGRAM COMPONENT and will respond to all KEY QUESTIONS.

STEP 1

In step one you will use the self-evaluation report to answer KEY QUESTIONS using the SE KEY as a guide.

The KEY QUESTIONS column identifies what you need to address for the area which you are evaluating. There will be three sources of evidence: self-evaluation report (from the local district), on-site records, and interviews. Under the column headed SE KEY is a code which you may use to find information in the district's self-evaluation report for each KEY QUESTION. "A-I 1" refers to Form A, Roman Numeral I, question number one. The table of contents should be able to direct you to Form A. "E1-2" means form E1, question number two.

As you go through each key question (in your assigned area) and locate the information in the self-evaluation report, take notes and give a tentative 1-5 rating in the column identified as SE REPORT. Not all of this information will be easy to find in the self-evaluation report so it may be necessary to do some digging. *In some cases the forms mentioned in SE KEY may have been optional and therefore not in the report.*

It is VERY IMPORTANT for you to complete that portion of the rating scale prior to the actual on-site visit since time will be at a premium.

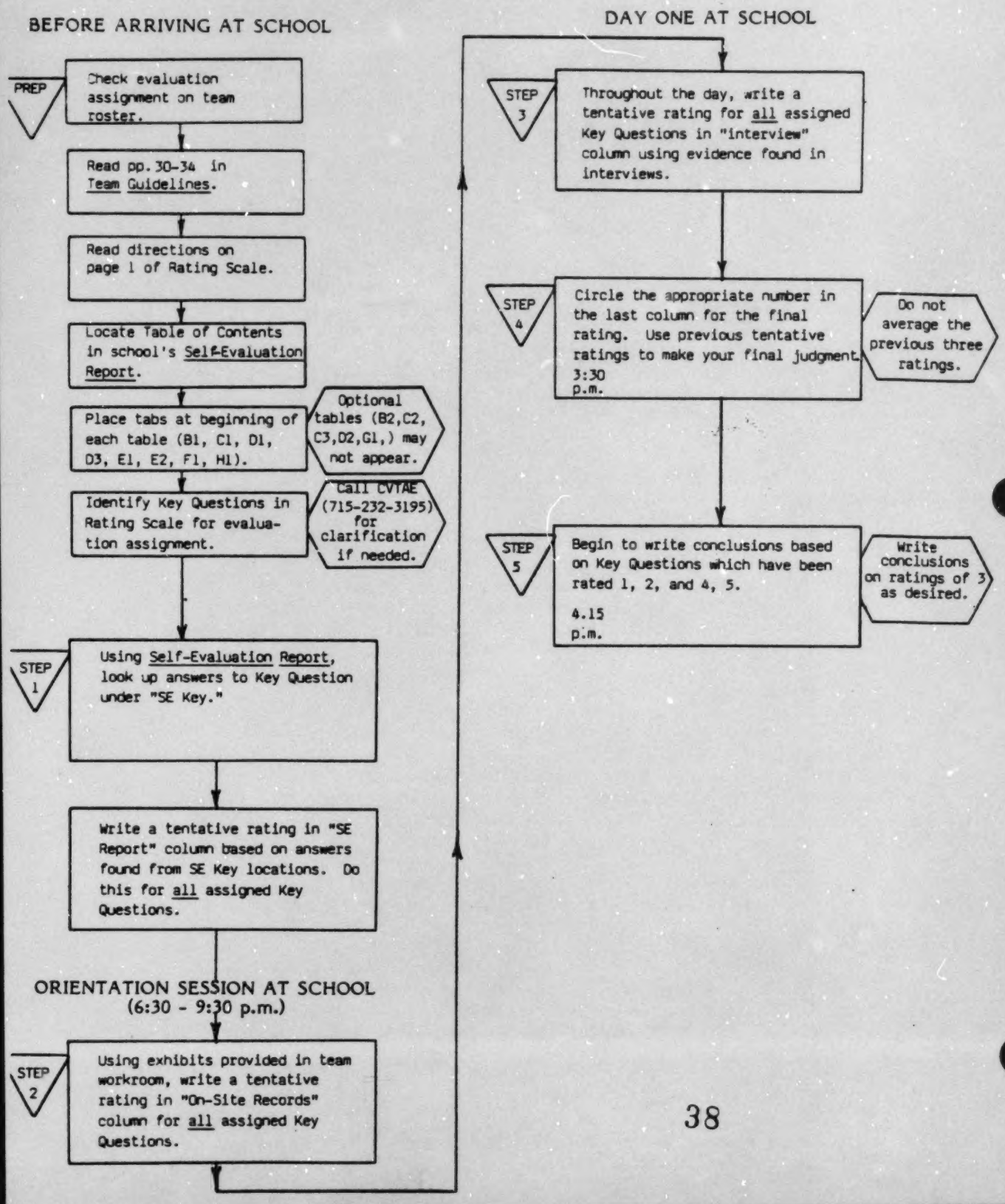
STEP 2

Among other activites, the orientation at the school the first evening will give you time to review ON-SITE RECORDS in the team workroom. You will address each KEY QUESTION in your assigned area and write a tentative rating in the ON-SITE RECORDS column of the rating scale.

STEPS 3-5

Steps 3-5 are described on the flow chart and will be explained in greater detail during the orientation.

FLOW CHART FOR STEPS IN USING RATING SCALE


BEFORE ARRIVING AT SCHOOL
PREP
Check evaluation assignment on team roster.
Read pp. 30-34 in Team Guidelines.
Read directions on page 1 of Rating Scale.
Locate Table of Contents in school's Self-Evaluation Report.
Place tabs at beginning of each table (B1, C1, D1, D3, E1, E2, F1, H1).
Optional tables (B2,C2, C3,D2,G1,) may not appear.
Identify Key Questions in Rating Scale for evaluation assignment.
Call CVTAE (715-232-3195) for clarification if needed.
STEP 1
Using Self-Evaluation Report, look up answers to Key Question under "SE Key."
Write a tentative rating in "SE Report" column based on answers found from SE Key locations. Do this for all assigned Key Questions.
ORIENTATION SESSION AT SCHOOL (6:30 - 9:30 p.m.)
STEP 2
Using exhibits provided in team workroom, write a tentative rating in "On-Site Records" column for all assigned Key Questions.
DAY ONE AT SCHOOL
STEP 3
Throughout the day, write a tentative rating for all assigned Key Questions in "interview" column using evidence found in interviews.
STEP 4
Circle the appropriate number in the last column for the final rating. Use previous tentative ratings to make your final judgment.
3:30 p.m.
Do not average the previous three ratings.
STEP 5
Begin to write conclusions based on Key Questions which have been rated 1, 2, and 4, 5.
4.15 p.m.
Write conclusions on ratings of 3 as desired.

Principles of Interviewing*

We know that in order to understand people, we must know what some of their needs are. A respondent in an interview situation has needs which the interviewer must understand and try to meet.

_____respondents need to see the interviewer as someone who is not a threat to their immediate or future well-being, nor to their self-esteem;

_____they need to see the evaluation itself as not posing a threat;

_____they need to understand, even in a limited way, the purpose of the evaluation, the reason they were selected and why their cooperation is required;

_____they need to see the interview situation as a pleasant way of spending some time;

_____they need to feel, after the interview is completed, that they had a real opportunity to express themselves freely on the subject.

To meet the needs of the respondent, the interviewer must be very conscious of what he/she is doing and how he/she is doing it. Certain techniques should be followed to help insure a good interviewing relationship as well as to obtain an accurate, unbiased interview. Let us now turn to a discussion of some of those techniques and procedures.

Establishing and Maintaining Good Interview Relations

A good interviewing relationship requires that respondents feel relaxed and at ease with the interviewer - to the point where they feel free to say what they <u>really</u> think or feel about a given subject, without fear of criticism or disapproval. To maintain an atmosphere of this kind, the interviewer must have a sympathetic interest in people and the ability to recognize and understand their feelings. He/she must respond in both an encouraging, reassuring or supportive way. But support should not influence or bias the content of what they say. Assuming you have the basic conviction and sincerity necessary to good interviewing, you will rapidly become sensitive to the moments in an interview where encouragement or reassurance is needed, but some standard professional procedure will help you to minimize the need and to deal with it when it arises.

*Adapted from <u>Team Member Handbook</u> for Evaluation, Division of Adult, Vocational and Technical Education, Illinois Office of Education.

Generally, keep the following points in mind while conducting an interview:

a. Be friendly and informal but, at the same time, professional in your manner. Remember that you are a stranger, and everything you say or do should help to gain the respondent's confidence in you as well as in themselves.

b. Be neutral with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent, on the respondent's ideas about those subjects, or "how we do it at home." You must never betray feelings of shock, surprise, indignation or disapproval at what the respondent is saying either by word or involuntary gesture. Your job is to understand and accept what they are saying, not to approve or disapprove of it, nor to agree or disagree with it.

c. Be a sympathetic, interested and attentive listner. Encouraging nods, "uh-huhs," "I know how you feel," and similar gestures will convey to respondents that they are understood and that their opinions are valued and appreciated. But don't overdo it! There is nothing quite so distracting to the average person as the listener who keeps up a running stream of "uh-huh," "is that so," when it's not needed. A nod of the head is usually a much more articulate way of showing your interest than a constant clucking in the background, which many respondents will feel is a camouflage for a lack of genuine interest in them and their problems.

d. Be observant. Be alert to the way in which respondents express themselves and to gestures they use. These signs may serve as clues that respondents are becoming uncomfortable and ill-at-ease or that they are not expressing what they feel.

e. Last, but not least, be at ease yourself, in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

Beyond these standard points applicable to all interviews, there are some respondents or situations that require encouragement or reassurance either in getting the interview started or during its course. The cardinal principal in all of these cases is to put the respondents at ease and to get them interested in the interview. Frequently you will know what to do simply by putting yourself in the respondent's position, and asking yourself how you would be feeling under those circumstances.

Chapter 5

THE TEAM VISITATION REPORT

It is important that all persons involved in the team visitation understand the makeup of the Team Report. The results of the team visitation will be combined in a single report which includes:

A. Evaluation Team (compiled by the LVEC from the final team roster).

B. Introduction (written by team leader). Sample shown on p. 40.

C. Team Evaluation Overview of Findings (written by team leader). Sample shown on pp. 41-43

1. The general overview of findings statement is an integral part of the evaluation report. The statement consists of a general overview of the vocational program as reported and agreed upon by the team. The intent is to highlight the exemplary characteristics and to recommend how the district can concentrate efforts to overcome major identified deficiencies. Those areas of the Self-Evaluation Report where team members may have disagreed should also be discussed here.

   a. Be concise but include sufficient information to avoid misinterpretation.

   b. Utilize data collected from the written materials as well as information gathered during the exploration activities of the team.

   c. Include both strengths and areas needing improvement to set a balanced tone for the report.

   d. Important. Be sure to cite "Product"* data selected from the Self-Evaluation Report. This is a Vocational Program Evaluation and as such must acknowledge findings as related to job success, employability, and job entry level skill development. Use product data from employers, graduates, and students.

D. Conclusions, Recommendations and Suggested Solutions for each of the three management areas, guidance/counseling, services to special needs, and each of the program areas. (See examples pp. 44-51)

*"Product" data refers to findings about the graduates.

1. The conclusions column of the evaluation report contains statements which note exemplary characteristics and deficiencies for respective areas of concern as measured against the key questions investigated. Consider:

   a. Do you have sufficient evidence to support your statement?

   b. Does the statement reflect consensus of the team?

2. The recommendations column of the report contains statements which encourage the district to continue exemplary characteristics and/or to improve or correct deficiencies. Consider:

   a. Does your statement provide direction and suggest a meaningful action?

   b. Does the recommendation foster specific solutions?

3. The suggested solutions column consists of specific statements which the district can feasibly undertake to implement the stated recommendations. Consider:

   a. Are the statements specific (listing steps, names, places, documents, etc.) and do they leave no doubt as to the action suggested?

   b. Will the suggested solution remove the inequity noted in the conclusion and recommendation column?

   c. Are the statements realistic and feasible?

   d. Do not develop suggested solutions for a strength other than "continue" or "good work", etc.

F. Order and outline for the Visiting Team Report (See sample Table of Contents, page 37.)

Team Report

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Area of Concern _____

SAMPLE

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
A Conclusion states: *"WHAT IS."* 1. A factual statement of what exists. Example: There is an advisory committee serving the business education program. 2. It is non-judgmental 3. Brief as possible 4. Supported with evidence a. according to Self-Evaluation Report b. according to interviews c. etc. 5. Do not use such terms as: "It seems that ..." "It appears that ..." 6. Only <u>ONE</u> conclusion per sheet.	A Recommendation states: *"WHAT SHOULD BE."* 1. State what they should be doing. Possibly explain the reasons. 2. If the conclusion is a strength, then merely compliment them.	Suggested Solutions state: *"HOW TO GET THERE."* 1. Give specific suggestions a. Resources (texts, materials, state guides, etc.) b. Methods/approaches c. People (consultants) d. etc. 2. Refer to sample reports for ideas and to avoid "reinventing the wheel."

Area of Concern _____

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS

(copy for use in draft typing)

Sample Team Report

INTRODUCTION

(Example)

This evaluation report represents the completion of the second phase of a three-phase vocational program evaluation of the _____ School District.

The first phase of the evaluation consisted of a comprehensive self-evaluation based on input from the vocational education staff, advisory committee members, employers, school administrators, students, and graduates.

The second phase represents conclusions, recommendations, and suggested solutions of this visiting evaluation team. The outcome of this evaluation will fulfill two major needs:

1. It will assist the _____ School District educational decision-makers in assessing the effectiveness and future of vocational education programs.

2. It will satisfy the federal mandate, the Department of Public Instructions's requirements of program evaluation, and the School Evaluation Consortium accrediation requirements.

Assistance for the evaluation was provided by the Bureau for Vocational Education of the Department of Public Instruction and by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, who developed the FY83-FY87 vocational education evaluation and offered guidance during the first two phases of the _____ evaluation.

This written on-site evaluation report represents input from many sources through observation, interviews, and research data provided by administration, employers, advisory committee members, vocational staff, graduates, students, and school board members. It is significant that there had been involvement from a wide range of sources for the express purpose of improving the programs for all students served.

An important aspect of the team visitation and report for the reader to understand is that each section represents the collective judgment of the entire team who worked together on investigating and evaluating the defined criteria and vocational program areas. A special team consensus meeting was held for the express purpose of checking and sharing observations and findings.

The third phase of the three-phase evaluation will be the utilization of evaluation findings. Using the findings from the self-evaluation and the on-site team evaluation reports, the _____ School District will be able to develop short- and long-range plans for further improvement of the vocational program.

Sample Team Report (Cont'd)

TEAM EVALUATION OVERVIEW OF FINDINGS

(Example)

The visitation team is appreciative of the facilities and accommodations which were made available to them during their stay. The ease and openness with which the interviews were conducted indicates that adequate advance preparation was made by the instructional and administrative staff for this FY83-FY87 re-evaluation of the district's vocational program. It was evident through the interview process and review of data that one of the major goals of this school district is to maintain and improve the total program of vocational education. The frank and honest answers given to the members of the evaluation team were indicative of the spirit in which the professional staff approached the task. The extent to which any action is taken by the _____ School District will be the extent to which the district as a whole agrees with and implements the conclusions drawn by the on-site evaluation team.

Data appearing in the Self-Evaluation Report was, in most cases, confirmed during team interviews with school administration and staff, students, employers, advisory committee members, board of education members, and graduates working in the community. Some general examples of this concurrence with self-evaluation data include the following program results which can be considered strengths of the program:

- the vocational program is comprehensive, in-depth, and offers a wide range of opportunities for young people. It is a strong program!
- the administration expressed strong support for and were proud of the vocational program.
- the LVEC is well organized, sincere and concerned in his effort to provide programs to train young people.
- the overall physical plant was observed to be very adequate. It has flexibility and features which provide for the varied experiences of the instructional programs.
- staff interviewed were well satisfied with the evaluation procedure established for the system.
- the Designated Vocational Instructor Program was observed to be working well in all vocational areas.
- The Future Farmers of America student group and alumni group offer vital support to the agriculture program.

The following comments deal with general aspects and ingredients of the program.

Sample Team Report (Cont'd)

TEAM EVALUATION OVERVIEW OF FINDINGS (continued)

(Example)

The district philosophy and vocational philosophy are working models and permeate throughout the total vocational education program in the school district.

Special praise should be given to the LVEC, for excellent leadership in the planning, implementation and evaluation of the total vocational education program. The superintendent of schools, board of education, and principal are to be commended for their support of the vocational education program. The district should be proud of the community support given to the program.

The district is to be commended for the number of qualified, competent personnel who are involved in the vocational education program. The degree of commitment (beyond the call of duty) by several staff members is excellent, and they should be commended.

Some consideration should be given to these areas of concern as generated by the evaluation team:

- equipment in the vocational program areas is fast becoming run down and obsolete. Plans need to be made to add and replace equipment to keep up with advancing technology before this expense becomes overwhelming.

- vocational education courses need computer technology. The purchase plan under consideration is causing a delay in securing this equipment, thus delaying student experience on the equipment.

- the junior high school vocational programs are found to be independent of one another. Continuity is lacking. Consideration should be given to changing to a truly exploratory/survey situation in grades 7-8-9 including business education, home economics, and industrial education.

- it was observed that certain vocational sequences lock students into a program. Students are not allowed to step in and out to explore new interest areas in the latter grades. It would be advisable to lessen the requirements and to allow for students to choose semester offerings without numerous prerequisites.

- articulation is nonexistent with _____ Technical Institute. It is advisable to begin discussions of shared programs at advanced levels, to encourage high school equivalency programs, and to secure placement of graduates.

- sex stereotyping is prevalent and needs attention. This is very difficult to overcome and ideas that work are scarce. Review published literature and remove the stereotyping.

Sample Team Report (Cont'd)

TEAM EVALUATION OVERVIEW OF FINDINGS (concluded)

- the LVEC has numerous responsibilities outside of the vocational program. Consider releasing him from some of the load so he might better serve the vocational programs.

- the evaluation team identified a need for development of a comprehensive career education effort K-12. Bits and pieces are now in place. It would better serve young people in their career decision-making process if all teachers would infuse career education concepts into their courses.

The reader will find in the following pages a more specific report which focuses on the following areas of program evaluation concern.

- Planning
- Implementation
- Evaluation
- Vocational Guidance
- Special Needs
- POOL

Team comments in each of the above areas are divided into three segments: Conclusions, Recommendations, and Suggested Solutions. The "Conclusions" column displays evaluation findings noting strengths and weaknesses found. "Recommendations" contain statements which encourage or provide direction for continuance or improvement. The "Suggested Solutions" column consists of specific statements for implementation of recommendations.

A report is also provided for each of the vocational program areas within the _____ School District Vocational Program including:

- Agriculture
- Business Education
- Health Occupations
- Home Economics
- Technology Education
- Marketing Education

While many of the following evaluatory comments will reflect program deficiencies, this should not be construed as concentrating on negative aspects but rather on those aspects that can lead to program improvement.

Area of Concern IMPLEMENTATION

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
1 Articulation between high school and University of Wisconsin is good; senior high school students who are qualified may take college level courses as seniors.	1. Continue to offer senior students this option.	
2. Articulation between high school and technical institute is not good.	2. Meet jointly to obtain input from the technical school on what high school offerings are needed to prepare students for entry into regular or advanced placement technical school courses.	2a. Discuss senior high school facilities to offer technical school courses at night for advanced students and adults. b. Explore the possibility of co-sponsoring in-service programs for staff.
3. Parochial high school students are allowed to take courses at high school when there is space and they can work it into their schedules.	3. Continue this practice of providing quality education to all young people in the district even those who are not full-time students at the high school.	
4. Articulation between the junior high and the high school is good.	4. Continue the fine communications and curriculum articulation.	
5. Information was not provided by the administration on staff qualifications due to confidentiality constraints.	5. Teachers should be encouraged to update their skills, keep in touch with current trends, and care for their mental and physical health.	5a. Offer support groups for teachers. b. Encourage continuing education. c. Encourage return to the non-academic work force during the summer or during a sabatical.

Area of Concern IMPLEMENTATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
6. Computer concepts are not currently being taught throughout the vocational educational program. One staff member, however, in the business education program, is currently updating herself in this area.	6. Administration and staff need to study how microcomputer applications can be infused in their courses. Since it is estimated that more than 50 percent of all workers will use microprocessors and/or computers in their work by the latter part of this decade, it is essential in our educational/vocational programs.	6a. Include content on microcomputers and/or processors in in-service sessions and curriculum development projects. b. Participate in the decision-making process for purchasing microcomputers in addition to the six TRS-80s recently acquired and plan so that adequate access to them is available. (Request Federal Vocational Funds.) c. Agriculture, business education, home economics, marketing education, and technology education programs can all benefit from hands-on computer literacy programming. d. Encourage staff to use their recertification activities to update themselves on microcomputers/processors.
7. There is a discrepancy between the number of students who indicate an interest in the career areas served by vocational student organizations and actual club membership. Few students belong. (See Self-Evaluation Report, Form D1, p. 118.) However, marketing education, and agriculture students are required to belong to DECA and FFA.	7. Encourage all vocational education students to participate in student organizations.	7a. As in DECA and FFA, require membership. b. Conduct membership drives. A personal invitation is all some students need. c. Give extra credit to students who are involved in club projects directly related to classroom learning.

Area of Concern IMPLEMENTATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		7d. Arrange meetings at times that do not interfere with students' work or bus schedules.
8. Large class sizes indicate that there are not enough teachers in some areas.	8. Retain enough teachers to insure that class size is compatible with good educational practices.	8. Where classroom utilization is maximized, go to an extended day to provide additional class sites.
9. According to their opinionnaire, advisory committee members were not unanimous in agreeing that they were effectively meeting the needs of the students in the occupational programs. (See Self-Evaluation Report, Form E-9, p. 127.) Telephone interviews with some members revealed a wide disparity in their feelings of effectiveness, some expressing extreme satisfaction and others expressing feelings on non-involvement.	9a. Choose advisory committee members who have a strong commitment to the programs. b. Keep them informed of what is happening in the program. c. Solicit input and show them how it is utilized.	9a. Send newsletters to committee members. b. Have at least two meetings a year. c. Give enough advance notice that members are more likely to attend. d. Invite members to attend your class and visit on-the-job training sites.
10. The guidance staff is to be commended for the Career Guidance units they teach to sophomores. They provide a good start for students to identify their interests and aptitudes in relation to particular occupations, but there has not been a well-defined and concerted effort to help juniors and seniors narrow and refine their career choices.	10. Keep up the good work and capitalize on the relationships you develop with sophomores. Investigate carryover activities for juniors and seniors.	10a. Provide students with "reality testing" experiences so they can find out if a career area is right for them. b. Work with classroom teachers to co-sponsor field trips to work places, training sites, career fairs, etc.

Area of Concern IMPLEMENTATION (concluded)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
11. Guidance staff members are to be commended for their part in planning and presenting the Careers Night program.	11. Continue this excellent program.	
12. Guidance staff members are to be commended for their cooperative efforts with the Special Education Department in evaluating students for placement in special programs.	12. Keep up the good work.	
13. The Advisor Program has the potential for providing all juniors and seniors with a support system.	13a. Continue this program. b. Advisors should make use of the special expertise of the Guidance Department by referring their advisees for information and/or counseling.	
14. A program for the gifted and talented exists.	14. Continue this effort.	
15. The wide variety of vocational education courses available at the high school provides students with the opportunity to "sample" many career areas and also to specialize if they choose. However, only 33% of seniors surveyed said they were aware of the vocational programs in the school and the objectives or goals of these programs. (See Self-Evaluation Report, Form D1, p. 119.)	15. Do more to acquaint students with the courses available. They may need more than the exposure they get in the 9th grade orientation program, the 10th grade Career Guidance units, or the course descriptions in the Student Handbook.	15a. Departments can advertise their programs to the student body. b. People from the work force can inform students which courses are needed for entry level jobs or continuing education programs. c. Counselors can utilize career interest survey results in acquainting students with appropriate courses.

Area of Concern BUSINESS EDUCATION

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
	Planning	
1. There is a Local Long-Range Plan for Vocational Education on file in the district and with DPI.	1. The Long-Range Plan includes detailed information regarding programs and should continue to be a part of the leadership function.	
2. 1982 North Central and Cycle I Vocational Evaluations are on file. Recommendations have been used in program planning.	2. Continue to incorporate evaluation findings to improve business education curriculum, implementation, and evaluation.	
3. There is an Advisory Committee for the Office Education Co-op program which meets at least once a year.	3a. The advisory committee should be utilized more fully by the Office Education Co-op programs.	3a. Meetings should be scheduled earlier in the school year to provide a reference base in planning the program for the year.
	b. The role of the committee should be expanded to include the entire department.	b. (1) Communicate the activities of the committee to all business teachers, counselors, and administrators. (2) Encourage all business teachers to bring concerns, problems, and activities to the committee. (3) Use committee members as resource people or to identify resource people to share their expertise with all classes. (4) Use committee members to help place teachers in summer employment situations to update occupational experience.

Area of Concern BUSINESS EDUCATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
4. There is little evidence of formal articulation vertically and horizontally.	4. There should be a formal articulation program in each school and between schools.	4a. Have a monthly staff meeting between schools to discuss common concerns. b. Have staff meetings as needed at individual schools. c. When a junior high program is implemented, they should be included in the monthly meetings. d. Formulate a formal articulation program with FVTI-VTAE business staff.
5. Curriculum guides exist in the business education area.	5. Curriculum guides need to be revised and updated to reflect actual current practices.	5a. Work as a group with all teachers involved in a particular class to evaluate and revise existing course outlines and standards. b. Teachers from both high schools should be involved jointly in curriculum development.
	Implementation	
6. Facilities and equipment are functionally adequate.	6a. Manual typewriters should be replaced with electric or electronic typewriters.	6a. Develop and implement a plan for replacement in the next three years. Replace typewriters on a four to six year rotation plan.
	b. Provide training on microcomputers to teach data processing and word processing concepts and skills.	b. Utilize microcomputer that exists in other departments. Request microcomputers as a vocationally funded item with appropriate justification based on DPI funding criteria.

Area of Concern BUSINESS EDUCATION (continued)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
	6c. Provide at least one electronic typewriter at each high school with memory capabilities similar to the IBM electronic 75 to develop word processing concepts and skills.	6c. Consider vocational funding for machines with appropriate justification based on DPI criteria. - Consider leasing with option to buy - Consider leasing
7. There is no junior high business education program.	7. Offer a non-skill career exploration class at grade nine or below.	7a. Develop course based on suggestions in the Wisconsin Business Education Curriculum Guide, available from DPI. b. Contact schools that have existing programs (Sheboygan). c. Visit a school with existing programs (Racine, Waukesha).
8. The role and responsibilities of the department chair are not clearly defined.	8. Develop a clear job description for the department chair that requires position accountability.	
9. Special education students are rarely enrolled in business education classes.	9. Special education students should be encouraged to enroll in business courses.	9a. Articulate with the technology education department regarding the plan used with special education students. b. Teachers could enroll in Project Typists Workshop at UW-Whitewater. c. Teachers could participate in Swiss Workshop. Contact Preston Smeltzer at DPI for details.

Area of Concern BUSINESS EDUCATION (concluded)

CONCLUSIONS (findings)	RECOMMENDATIONS	SUGGESTED SOLUTIONS
		9d. Plan in-service activities to learn how to deal with special needs students.
10. Male enrollment is low in all areas.	10. Encourage male students to enroll in business education courses.	10a. Review class materials for bias. b. Plan in-service activities. (Call Barb Bitters, DPI) c. Initiate visits to districts which have large male enrollments.
11. FBLA is newly formed.	11. Integrate student organization activities into all business education subjects.	11. Emphasize broad spectrum of business careers.
	Evaluation	
12. Training sponsors contacted are generally pleased with students.	12. Encourage more diversified job activities.	12a. Incorporate recommendation of training sponsors into training programs. b. Select the training stations that will provide a variety of experiences that match the students interest, aptitude, and abilities as well as career objectives.
13. Department evaluated mainly by vocal feedback of students, parents, and business people.	13. Conduct an annual formal written evaluation.	13a. Continue to keep a file of graduate placements. b. Have students evaluate program including training, placement, and work station. c. Have training sponsors evaluate program.

APPENDIX CONTENTS

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APPENDIX A

Suggested Exhibits for Visiting Team

The following list of materials is a guide for the LVEC/administrator to use in preparing for a team visit. Include materials only as they relate to the total vocational program. Grouping and identifying these materials in the team workroom can greatly expedite the work and enhance the effectiveness of the team.

(Team members will receive the Self-Evaluation Report for study 10 days prior to the visit of the team. Some of the items listed below may have been included in the Self-Evaluation Report and therefore do not need to be duplicated in the team workroom.)

- board of education policy handbook
- school catalog
- student handbook
- local short- and long-range plan for vocational education (LLRP)
- enrollment patterns for last 2 - 5 years
- budgets (current and projected) for department and program areas
- advisory committee rosters and minutes
- faculty dossiers or biographical sketch showing education and occupational experience, degree, certification, professional organization, youth organization leadership, etc.
- brochures and other publications
- maps of school layout
- reports of institutional research, including:
  - enrollment statistics
  - student assessment reports
  - studies of current students, vocational assessments
  - followup studies of former students required by DPI
  - North Central Evaluations/SEC Evaluations
- curriculum guide for district programs (include elementary and middle school as appropriate)
- course outlines
- departmental and course objectives
- master teacher's contract

- community needs assessment
- guidance plan
- staff administrative charts with names
- pertinent job descriptions
- class schedules
- vocational equity plan
- POOL project or documents
- safety programs
- published financial and/or other reports
- facilities and equipment inventories
- local telephone book
- telephone (if possible)
- names, addresses, phone numbers of the following groups:*
    - employers of occupational preparation graduates (in the community)
    - advisory council members
    - board of education members
    - feeder school personnel (administrative, guidance staff, etc.)
- for special needs evaluation:
    - individualized education plans (IEPs)
    - multi-disciplinary team reports
- dictaphone
- typewriter
- Apple II or IIe computer and printer
- important incidentals:
    - paper
    - pencils
    - paper clips
    - thumb tacks
    - bulletin board
    - blackboard
    - stapler
    - scotch tape
    - masking tape

*These lists must be made available to the team leader prior to the on-site visit.

APPENDIX B

Management Interview Assignment Matrix

Persons to be Interviewed	Team Member Names					
	Planning	Implementation	Evaluation	Vocational Guid. & Couns.	Special Needs	POOL
1. Administration						
2. LVEC						
3. Vocational Education Staff						
4. Guidance						
5. Special Needs Staff						
6. Employers						
7. Board Members						
8. Advisory Committee Members						
9. Students (include co-op students)						
10. POOL Staff						
11. Other Staff						

NOTE: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted. The next step (after determining what persons each evaluator will interview) is to develop individual interview schedules for each evaluator, showing time and place of the interview.

APPENDIX B

Program Area Interview Assignment Matrix

Persons to be Interviewed	Team Member Names					
	Agriculture	Business Ed.	Health Occ.	Home Ec.	Technology Ed.	Marketing Ed.
1. Vocational Education Staff						
2. Department Head						
3. LVEC						
4. Employers						
5. Vocational Guidance						
6. Special Needs Staff						
7. Advisory Committee Members						
8. Graduates						
9. Students (5-15)						
10. POOL Staff						
11. Administration (if needed)						

NOTE: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted. The next step (after determining what persons each evaluator will interview) is to develop individual interview schedules for each evaluator, showing time and place of the interview.

APPENDIX C

SCHEDULE OF INTERVIEWS

Individual Team Member Schedule

Team Member: _____

Time	Name and Position of Interviewee	Place
_____ (day)		
6:30 p.m.-9:30 p.m.	Team Orientation	Team Work Room
_____ (day)		
7:30-8:00	Staff/Team Introductory Meeting	Team Work Room
	Team Meeting/Complete Rating Scale	
3:30-5:00	Write Tentative Conclusions	Team Work Room
5:30-6:45	Team Dinner	
7:00-10:00	Team Consensus Meeting	
_____ (day)		
8:00	Begin Report Writing	Team Work Room

APPENDIX D

PERSONAL INTERVIEWS

Name of School: _____

Team Member: _____

I interviewed the following people during the course of the visitation.

Name	Title

APPENDIX D

PERSONAL INTERVIEWS
(example filled in)

Name of School: Midtown High School

Team Member: Sally Turner

I interviewed the following people during the course of the visitation.

Name	Title
Jane Smith	Industrial Education Instructor
Marvin Jones	Home Economics Instructor
John Webster	School Board Member, Treasurer
Jake Hammer	Student, Welding
Tom Collins	Foods Service Manager
Michael Nelson	District Administrator
Sarah Williams	High School Principal
Joe Wagner	Junior High Counselor
Greg Herbert	Junior High Principal
Paula Kraimer	First National Bank President
John Dale	Owner, Video Games, Inc.

Example

Example

APPENDIX E

INFORMATION FOR THE VISITING TEAM

(This information can be assembled well in advance of the visitation and should be sent to all team members, DPI supervisor and CVTAE consultant, approximately 2-3 weeks prior to the on-site visitation.)

1. Name of school: _____
2. Team Leader: _____
3. Dates of visit: _____
4. Housing: (name of facility, location, telephone number, include map)

   _____
5. First meeting of team: time _____

   place _____
6. Final meeting of team: (estimated time) _____
7. Arrangements:

   a. Where on campus will the team workroom be located? _____

      _____

   b. Will other work or conference rooms be available? Where? _____

      _____

   c. What computers and software are available at the school for team member use?

      computers _____

      software _____

   d. Will typewriters and/or photocopying capabilities be available?

      _____

   e. Will transportation be available to reach facilities located away from the main campus? _____
8. Message center phone number where members can be contacted while on-site:

   _____

   _____

APPENDIX F

(Send a copy to each team member for completion)

PERSONAL DATA SHEET

Please fill out the items listed below and return by _____ to:
(date)

_____

_____

(Self-addressed, stamped envelope is enclosed)

(Check one)

1. Name _____ ☐ Female; ☐ Male

2 Arrival time (estimate) _____

3. Team members traveling together (names) _____

_____

4. Special dietary requirements _____

5. Arrangements have been made for members to share double rooms. If you prefer a single (twin) room only, please specify here:

_____

_____

_____

6. Indicate preference:

Non-Smoker ☐

Smoker ☐

APPENDIX G

AGENDA
Orientation Session*
DPI Secondary Vocational Program Evaluation

1. Welcome

   - Introduction
   - Housekeeping details

2. Explanation (by host LVEC) of team workroom arrangements and materials.

3. Goals of the team visitation (Team Guidelines, (pp. 9-10)

4. Evaluation procedures

   - Total program evaluation
   - Shared team findings
   - Overall schedule
   - Individual interview schedules
   - Principles of interviewing (Team Guidelines, pr. 33-34)

5. Self-Evaluation Report (reviewed by host LVEC)

6. Visitation Team Report (explained by CVTAE consultant)

   - Three-column format
   - Samples
   - DPI guidelines

7. Rating Scale (explained by CVTAE consultant)

   - Management Component
   - Program Area Component

8. Remarks from DPI representative

9. Work-time

   - Review workroom materials
   - Complete columns 1 and 3 of Rating Scale (SE Report and On-Site Records)

10. Tour of school (optional)

*Conducted by Team Leader

APPENDIX G (continued)

Summary Outline of Team Leader Responsibilities

Prior To On-Site

1. Attend one-day team leader workshop conducted by the CVTAE.
2. Review Chapter 3, Team Leader Handbook, pages 22 to 29 and Chapter 5, Team Visitation Report, pages 35 to 51 in Team Guidelines.
3. Contact host LVEC by phone to discuss upcoming visit (as soon after agreeing to the team leader role as possible). Request additional help on items needed at this time of the visit. (See Appendix A)
4. Become familiar with the general campus layout and the district.
5. Become familiar with the names and background of each team member.
6. Review the tentative agenda and team assignments and make note of necessary changes and improvements.
7. Review the Self-Evaluation Report (see pages _____) to become familiar with the district vocational programs, sequence and IPC courses, and data format. On-site time will be devoted to in-depth analysis of this report; however advance awareness of the format and content is necessary. Use the management component of the rating scale as you study the report.
8. Write a welcome letter to the team; remind them to review the Self-Evaluation Report and to complete the SE column of the rating scale. Also take the opportunity to briefly explain the evaluation process and to express the importance of attending the orientation meeting. (See sample letter, page 75.)
9. Consider meeting at the host school one to two weeks prior to the on-site, to become familiar with the district, administration, LVEC and staff. Aid LVEC in developing individual interview schedules.

Orientation Day

10. Consider meeting at host school by about 3:00 p.m. the day of orientation to be sure all preparations are finalized. Sometimes a dinner meeting with the CVTAE coordinator, DPI representative, host LVEC and administration can be arranged to discuss concerns.
11. Lead the orientation meeting with assistance from the CVTAE coordinator and DPI representative. Follow pages 24 and 25. Team Visitation Guidelines. See sample Agenda, page 71.

APPENDIX G (continued)

Day One

12. During introductory meeting the first morning, introduce the team to the staff. You may wish to take a few moments to describe the evaluation and to put the staff at ease.

13. During the first full day, interview district administrator, principal, LVEC, and school board members. Along with the CVTAE coordinator and DPI representative the team leader will assist team members throughout the day.

14. Write Introduction and begin writing the Overview.

15. During the team conference meeting scheduled prior to dinner, the team leader, CVTAE coordinator and DPI representative will work with team members in finalizing their ratings on the Rating Scale, and writing their conclusions.

16. During the dinner, the team leader may be asked to give a short explanation of the evaluation process and goals, and to hand out certificates to team members.

17. During the consensus meeting the team leader will direct each team member to read conclusions for their area, and seek their input on statements for the overview.

Day Two

18. By the second morning, the introduction and overview will be completed. As each rough draft of a team member's report is typed, the team leader and host LVEC will "hear" the report as it is read by the evaluator. The host LVEC can correct factual errors but cannot change content.

19. Once all typing is completed and all reports have been read, the team leader will give an overview of the evaluation findings at the exit conference. Present at the exit conference should be the CVTAE coordinator, district administrator, principal, LVEC, assistant administrators, and a school board member. The DPI representative may also elect to attend.

20. If a team leader so wishes he or she may offer to return at a later date to give a report to the full board and staff.

21. Following the visit, consider writing thank you letters to team members.

SCHEMATIC OF EVALUATION

First Evening (6:30 p.m.)

Team Orientation Meeting

- Explanation of team workroom arrangements
- Goals of the team visitation
- Evaluation Procedures
- Review of Self-Evaluation Report
- Writing procedures for Team Report
- Review of Rating Scales
- Remarks from DPI representative
- Work-time (rating scale)

Day One

Introductory meeting with the evaluation team at 7:30 or 8:00 a.m.

Interviews with vocational staff, administration, students advisory committees, etc. Everyone who is part of vocational education must be visited. (Each team member will have received a formal schedule)

Team conference at 3:30 p.m. led by team leader. Any questions should be asked of LVEC at this time. Progress reports to team leader. Ratings finalized and conclusions written.

Dinner, 5:30-6:30 p.m. All team members (optional: teachers, board members, administration.)

Consensus meeting, 7:00 p.m. to approximately 9:30 p.m. Team members report to entire team the written conclusions of the day's visit.

Team leader finalizes introduction and overview.

Team members may begin to write recommendations and suggested solutions.

Day Two

Team members finish writing recommendations and suggested solutions.

Reports are typed.

All reports read by each team member to LVEC and team leader. Team members excused upon reading of report.

Exit conference with CVTAE coordinator, team leader, host LVEC, principal, superintendent and board member.

Team leader and CVTAE coordinator assemble rough draft and leave it with the school. One copy goes to CVTAE at UW-Stout until final draft is typed.

APPENDIX G (concluded)

(Sample)
LETTER FROM TEAM LEADER TO TEAM MEMBERS

_____
(date)

_____
(team member)

_____

_____

Dear _____:
(team member)

Thank you for consenting to serve on the Evaluation Team for the _____ School District. I'm sure the challenge to assist this school in reviewing and improving their vocational programs will be a professional stimulating experience.

By now you should have received all of the necessary information for doing the pre-visitation research. In your packet from _____(LVEC)_____ you received a team visitation guideline, a self-evaluation report, a flow chart, and a rating scale. Please complete the self-evaluation portion of the rating scale before arrival at _____(team workroom)_____, _____(city)_____, Wisconsin at 6:30 p.m. on _____(day of week)_____, _____(month, date)_____.

If all else fails, please call me at _____(phone number)_____. It is very important that you complete the SE Report column on the rating scale before you arrive on _____(month, date)_____. Time is going to be at a premium during the visitation. The remaining two columns of the form (on-site Interview and on-site Records) will be completed at the on-site. Please bring with you the entire packet as you will use the information during the evaluation.

If you are a new team member, the evening orientation on _____(day of week)_____, _____(month, date)_____ will cover what you need to know about the process. If you would like to do some advance preparation, read the following information in the team visitation guidelines: (1) Definitions of terms, pages 6 and 7, (2) Principles of interviewing, pages 33 and 34, and (3) Team visitation report, pages 35 and 36. I encourage all team members to read very carefully Chapters 1 and 2 of the self-evaluation report. Those chapters (pages _____) give a view of the district philosophy and a sense of what they currently have in the way of vocational programs. Also review the individual school data in Chapters 3 and 4.

If you have any questions, feel free to call me or _____(LVEC)_____. I am looking forward to working with you on this evaluation assignment.

Sincerely,

_____, Team Leader

cc: _____(LVEC)_____, _____(CVTAE Consultant)_____, _____(DPI Consultant)_____

APPENDIX H

EVALUATION CRITERIA

The Rating Scale was developed as a worksheet to assist the team members in their assessment of evaluation criteria in management and program areas: The Rating Scale contains evaluation criteria for:

1. Management Component
   - planning
   - implementation
   - evaluation
   - guidance
   - special needs
   - POOL
   - equity
2. Program Area Component
   - agriculture
   - business education
   - health occupations
   - home economics
   - technology education
   - marketing education

Evaluators gather evidence from three sources on which to base their rating: from the Self-Evaluation Report, from on-site records, and from on-site interviews. Ratings at either end of the scale prompt written conclusions, recommendations, and suggested solutions. Team members share ratings during a consensus meeting, so that the final report is a team report. Evaluators finalize their ratings on Day Two of the on-site visit, after intensive data collection on Day One.

Pages 77 and 78 lists evaluation criteria for each area (planning, implementation, and evaluation) both for the management component and each program area component.

APPENDIX H (continued)

Management Component

Planning

- philosophy of vocational education
- program goals and objectives
- needs assessment system
- local long-range plan
- gender equity
- in-school facilities
- available resources
- articulation with VTAE or neighboring districts
- advisory committees

Implementation

- philosophy, goals,and objectives
- program articulation
- preparation for emerging skills and occupations
- preparation for nontraditional occupations
- use of long-range plan
- adequately staffed
- staff informed about the letter and spirit of civil rights and equal opportunity legislation
- appropriateness of administrative structure for program supervision
- identification and use of community and other resources
- advisory committee(s)
- vocational guidance services
- services to special needs students
- placement services
- in-school facilities
- instructional media
- individual differences
- nondiscrimination and equal access
- alternative vocational programs
- dropouts, potential dropouts and non-EEN slow learners
- job alternatives
- graduates' awareness of employment opportunities and job options
- preparation for post-secondary training
- graduates' ability to obtain employment
- job relatedness
- human relation skills
- employers' ratings
- improvements based on recommendations from the previous evaluation
- POOL projects
- involvement of area businesses and industry

Evaluation

- systematic, ongoing program evaluation plan to include graduates and employers
- broad-based improvements in program evaluation
- utilization of prior evaluation findings

APPENDIX H (concluded)

Program Area Component

Planning

- discipline philosophy
- objectives or outcomes
- needs assessment system
- advisory committee
- gender stereotyping and bias
- career objectives
- nontraditional career information
- needs of disadvantaged/handicapped/limited English proficiency

Implementation

- vertical and horizontal sequencing
- gender, race, disadvantaged, handicapped students
- training plans used in cooperative education and supervised occupational experiences
- project, simulation or cooperative methods
- gender stereotyping and bias
- written courses of study, teaching guides
- variety of instructional practices
- instructional materials and equipment
- adequate preparation time
- professional growth experiences for teachers
- student organizations
- graduates working in related occupational area
- post-high school performance of students in school or in work
- POOL projects

Evaluation

- continuous curriculum appraisal
- appropriate evaluation procedures
- evaluation techniques
- updating of career objectives
- training plans in relationship to evaluation plan
- POOL projects

KEY: 5 = exemplary
3 = adequate
1 = weakness
NA = Not Applicable